

Global Perspectives and Education for Sustainable Development for Lifelong Learning

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Introduction

This paper aims to summarise the importance of including the recognition of globalisation and the global dimension within the debates on education for sustainable development in the context of adult learning. It builds on research the author has completed on global skills, global and sustainability issues with the engineering profession and engagement with the Decade on Education for Sustainable Development and the Earth Charter. Central to the message of this paper is the need to see education for sustainable development in the context of globalisation and global perspectives and as an opportunity to promote learning that encourages making connections to quality of life and social and political engagement in society.

Global Context

The UK is a society where globalisation has an impact at social, economic and cultural levels. It is a central player in the global economy with one quarter of UK jobs connected to overseas business. The UK may be the fourth largest economy in the world but is ranked only seventeenth in terms of human capital (CEL 2007). This challenge for upskilling the workforce is the key driver behind the Leitch Review of Skills that stated that unless the UK had a more highly skilled workforce, it will not be able to compete effectively on the global stage (HM Treasury 2006-Leitch Review of Skills).

The UK is also a society that is undergoing rapid social change as a result of economic migration. For example in 2005, an estimated 565,000 migrants arrived to live in the UK for at least a year. London today absorbs over 200,000 migrants each year, both legal and illegal.

These challenges are also linked to the unease in certain quarters of UK society about its own identity and place in the world. Debates about identity in response to political devolution, the growth of economic migration, global terrorism and the impact of the consumer culture have led to politicians promoting the need for a major debate on Britishness and concepts of citizenship. (Bourn 2007)

Political events from 2000, notably the impact of global terrorism in the USA, UK, Indonesia and Spain, have shown that what happens in one part of the world can have global impact. Coupled with increasing global concerns regarding climate change and a consensus to make major steps forward in combating worldwide poverty, it is possible to

talk today with a degree of confidence that we live in an interdependent and interconnected world. It is suggested here that it is within this context that globalisation should be perceived. Giddens (1991) for example suggests that globalisation could be defined as *'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.'* It is therefore suggested here that globalisation need to incorporate references to social and cultural forces. Following Harvey (2003), it is proposed in this paper that globalisation should be seen as being about the interdependence of societies on a world scale, the links that are and *'can be made globally between people, nations, organisations and communities.'*

Key to understanding globalisation's impact is to recognise the relationships between the economic, the social and the cultural. Not only has the nature of employment radically changed over the past decade, globalisation has also resulted in major social and cultural changes within communities around the UK, particularly due to economic migration. Whilst there are considerable regional variations in terms of cultural groupings and impact of economic migration, there is no doubt that the UK workforce and adult population is increasingly culturally diverse. (see Bourn 2008)

Response from Society

The global nature of UK and other western has been recognised by policy-makers, academics and employers.

The context of globalisation is recognised by government ministers' policy (Denham and Purnell 2008), funding bodies and training agencies (LSC 2007). However, where statements have been made in these areas, most notably in relation to the Leitch Review, the emphasis has been on economic forces and the changing nature of employment.

One example that has put the debates around globalisation in a broader social and cultural context was the report of the Commission on Integration and Cohesion, *Our Shared Future* published in June 2007, which notes that the global is now local. Policies, the report stated, need to recognise the complex nature of communities and the 'influence of global affairs on local communities'. Globalisation, the report notes, adds a new 'layer of complexity' to community cohesion.' (Commission on Integration and Cohesion, 2007)

As Buonfino in a think piece for the Commission has commented,

"as travel becomes within the reach of most people and communication technologies enable people to be immersed in cultures located elsewhere, and to cultivate multiple identities, the question of belonging becomes more complex and more central to the debate on how we live together." (Buonfino, 2007.5)

At a European level similar observations can identified. The European education and training 2010 targets (CEDEFOP 2008) in relation to vocational education and training include the development of skills for the knowledge society, ensuring access to ICT for

everyone, making learning attractive, supporting active citizenship, improving foreign language expertise and increasing mobility and exchange.(Leney 2000)

Globalisation has been recognised in these policy initiatives, particularly in terms of technological advances, faster access to communications, de-regulation of trade and capital movements and rapid growth of transnational business.

There have been major debates within the academic community on the impact of globalisation on education and the need for all aspects of learning to be more international in outlook. Whilst much of the discourse has been around the economic impact of globalisation on education, there has been a recognition that globalisation raises some major new challenges for education. These include instant global access to information and knowledge, increased social mobility, contact and dialogue with people from a wide range of cultural backgrounds, the impact of events elsewhere in the world on what and how people learn in a specific locality, and above all the myriad cultural influences leading to challenges to one's own sense of identity and belonging, within a community. (Stromquist, N & Monkman, K. 2000. Jarvis, P. 2007 ,Edwards, R & Usher, R. 2008)

Ulrick Beck (2000) one of the key thinkers over the past decade in the area of globalisation, has noted that one of the main political responses to globalisation has been to build and develop the education and knowledge society. This he suggests has led to making training longer rather than shorter, and to loosening or doing away with links to a particular job or occupation, gearing instead to key qualifications that can be widely used in practice. Beck goes on to suggest this should be seen not only in terms of 'flexibility' but also areas such 'as social competence, ability to work in a team, conflict resolution, understanding of other cultures, integrated thinking and a capacity to handle uncertainties and paradoxes of secondary modernity.'

Beck also notes that learning within the framework of globalisation also poses questions about where, what and how people learn. Part of the exciting dialectic of globalisation, he suggests, is that it replaces 'traditional lecturing societies with dialogic attentiveness and courage to disagree – people beginning to realise transnationalisation of uneventful education and curricula.'

This emphasis on skills linked to social and economic mobility, working with range of people from different social and cultural backgrounds and capacity to deal with uncertainty and solve problems are being recognised as key needs by more and more employers. Research by Newton et al (2005) for the Department of Work and Pensions (DWP) reinforces the value that employers are placing on softer skills, including positive self-esteem, reliability and initiative. Martin et al (2008), in a report for the Learning and Skills Network (LSN), identified the following top eight employability skills: self-management, team working, problem solving, communication and application of literacy, business awareness, customer care, application of numeracy and application of ICT.

Such generic skills are acknowledged within large companies, for example through workforce requirements in terms of ability to work in a range of complex social and cultural environments, being culturally sensitive and able to communicate to a wide range of customers.

KPMG state the following:

*So what exactly are we looking for when we recruit new people? Naturally, we want you to have good technical skills, problem-solving abilities and commercial focus. We're also looking for people with a lot of integrity — good team workers who can build effective relationships, learn from experience and bring out the best in others.*ⁱ

Archer, a recruitment consultant, has suggested that not only understanding the wider world is important, but an ability to make connections between local and global questions and to have some experience of what this means is becoming an essential need for many employers. (Archer 2005)

The CBI education and skills survey for 2008 re-enforced some of these points with a particular emphasis on the importance of language skills and environmental concerns,

This emphasis on 'well-rounded human beings' with an understanding of the importance of areas such as sustainable development and corporate social responsibility has been identified from research by Cade and from studies of the needs of the engineering profession and financial sector. (Cade 2007)

To summarise the views of employers the following quotation gives you a flavour of the recognition of the changed nature of our economies and society and the importance of understanding sustainable development:

In the past it was simple ! You selected your suppliers from your area, and they used the materials that were to hand. This delivered your project in such a way that the projects' impact on the environment was automatically as low as it could realistically be. This is no longer the case. Nowadays, the complexity of materials and components, from an ever increasing global supply chain, means that your management must have a knowledge of the entire supply chain and how it all fits together, in order to make the right decision. Stars of the future will be the Managers who take onboard all this to deliver projects and can also demonstrate how they use it to reduce their impact on the environment. (Quoted in Bourn 2008b)

Globalisation, concern for the environment and recognising the increasing complex nature of our societies is becoming a key need for employers.

Response from Education

Whilst UK government has made reference to sustainable development, global citizenship and globalisation through a range of policy statements, when it comes to look at implications within educational programmes, there is less evidence, particularly in terms of post 16 education and lifelong learning, of the need to equip adults to be effective and engaged citizens within a globalised society and preparing for a sustainable future.

If one takes as the framework the Leitch Review of skills, the policies and programmes of the Learning and Skills Council and more recently the DIUS Further Education International strategy, there is reference to these terms but what is less clear is the extent to which they are seeing as being integral to the learning needs of UK society and more to do with responding to external pressures and influences.

Some of the potential tensions and contradictions in UK government policies can be seen from the following quotations from two separate initiatives from the education ministry that were launched within six months of each other:

Education providers 'must operate in a more environmentally responsible way' and teach sustainable development, giving learners 'the opportunities and inspiration to think about and really appreciate their role as world citizens'. (DfES 2003)

'We live in one world' and 'face issues that can only be addressed internationally' including: 'sustainable development, climate change, the changing world economy, security and the widening gap between those who have and those who do not.' DfES 2004)

Both statements make reference to the linkages between global and environmental matters. However the policies that underpin these statements tend to continue to emphasise the importance of these agendas in terms of moral absolutes and impending crisis. A perspective given in a consultation document on higher education suggests a more open-ended approach to the area:

In our view the greatest contribution higher education has to make to sustainable development is by enabling students to develop new values, skills and knowledge.' (HEFCE 2005)

Within the UK, the debates on education for sustainable development (ESD) in Wales perhaps provide the most illuminating example of an attempt to move the thinking forward. The Welsh devolved government has sustainable development as one of its key priorities. There was recognition in Wales of the need to bring more closely together the parallel initiatives on ESD and the global dimension that had been led by the UK government's ministry for international development, DFID.

The strategy in Wales starts from the need to have a holistic approach towards education and a recognition of the complex and interrelated nature of the world. The strategy is located within a learning framework, recognising that a key element of the programme should be to 'build the skills that will enable learners to think critically, think laterally,

link ideas and concepts and make informed decisions.’ Since the launch of the programme in 2005 there have been a range of initiatives developed across all sectors of education that aim to take this thinking forward. (See UNESCO UK 2008)

Another key feature of the Welsh strategy is that it is a strategy that aims to bring together sustainable development and global citizenship. A major reason for this is a recognition that there is considerable overlap between the goals of educational bodies concerned with promoting environmental and development education linked to improving quality of life and securing a more socially just world.

This strategy also recognises that key to the agendas of the sustainable development summit of 1992 and developed further in Johannesburg a decade later was the need to bring together environment and development. (Bourn 2008a)

However research and evaluation on sustainable development education from 1992 onwards have, in the main, suggested that initiatives in this area have been little more than an extension of environmental education (Reid, 2002; Bourn, 2005). If one reviews the main programmes within education in England since 2000 the emphasis has been on promoting environmental understanding and encouraging behavioural change. For example the UK government’s rationale for developing a strategy on ESD in 2005 was the need to change behaviour, to be more environmentally responsible with education having a key role ‘to play in forming good habits at an early age.’ (House of Common Environment Audit Committee, 2005)

Strategies and Visions for Education for Sustainable Development

One of the strengths of the debates and movements around sustainable development over the past decade has been the recognition by key bodies that the role of education should not be as some UK government ministers were suggesting in terms of securing behavioural change, but more as a long term vision related to changing needs of society, the economy and education in general.

Within the UK, a key body was the Sustainable Development Education Panel formed in 1997. It existed for five years and provided the rationale for ESD that was later taken up by policy-makers and practitioners.. Chaired by Sir Geoffrey Holland, it defined ESD as ‘about developing the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet of the future.’ (DETR, 1998)

Its ten-year vision outlined in 1998 was a ‘world where there are many opportunities to learn about sustainable development. A world where a skilled population make informed decisions in their home, community and working lives and in their leisure activities. A world where people understand and take responsibility for the impact they have on the quality of life of other people, locally and globally.’ (DETR 1998)

Whilst a number of the initiatives that have developed in the UK can be seen to have been influenced by the work of the Panel, most notably in further and higher education, it was dogged during its five years of existence by the following:

- Inconsistent support from the education ministry;
- lack of clarity and debate about terminology and its relationship to communicating key messages;
- overemphasis by policymakers on seeing ESD as about the environment and green issues;
- learning agenda not seen as central-all too often interpreted as environmental management indicators;
- lack of evidence to show relevance and connections to broader policy objectives around areas such as citizenship, social inclusion and quality of life, (DEFRA, 2002, Bourn, 2005).

The other two major initiatives are international ones and have become linked together in recent years. The Earth Charter arose as an outcome from the Brundtland Commission which called for a universal declaration and 'new charter' to guide the transition to sustainable development (Our Common Future, 1987.) A draft UN Earth Charter was developed for the Earth Summit in Rio de Janeiro in 1992, but it was perceived as too ambitious to be adopted by governments but became a statement of intent that secured considerable civil society support and the backing of Maurice Strong (Secretary-General of the Rio Summit) and Mikhail Gorbachev. ⁱⁱThis resulted in the creation of a statement of principles which have since been endorsed by numerous governments, civil society bodies and leading international figures around the world. Its importance is probably two fold, one that is an initiative that has emerged from civil society bodies and networks and secondly it is an attempt to bring together the agendas of environment, development, peace and human rights.

The Charter has today become recognized as a key initiative within the Decade on Education for Sustainable Development, launched by the UN in 2005 and since then led by UNESCO. The decade has as its goals the following:

- To give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development;
- To facilitate links and networking, exchange and interaction among - stakeholders in ESD;
- To provide a space and opportunity for refining and promoting the vision of, and transition to sustainable development – through all forms of learning and public awareness;
- To foster increased quality of teaching and learning in education for sustainable development;
- To develop strategies at every level to strengthen capacity in ESD (Quoted in Bourn, 2008a)

The Decade has become the driver in many countries for major engagement on ESD by policy-makers. Its importance is not only that provides a vision and framework, but is proposed in a form to facilitate and encourage learning and creative dialogue and to make linkages between environmental and development agendas.

Within the UK, with an already wealth of initiatives that have a linkage to ESD, the challenge has been to pose the Decade as much more than bringing together a series of initiatives within an over-arching strategy. The emphasis has there have been on promotion of the aims of the Decade, to encourage initiatives across all sectors of education, to facilitate coherence and co-ordination and above all to demonstrate the need for seeing engagement in ESD as part of a global initiative that what happens in one place has consequences and is of importance elsewhere. (UNESCO UK, 2007)

A key feature of progress since 2005 in the UK has been the growing strength of regionally based initiatives in England and continued progress in Wales, Scotland and Northern Ireland. For example in the East Midlands, the South West of England and the Yorkshire and Humber regions their strategies demonstrate the increasing level of interest in ESD from a broad range of stakeholders involved in education. Key elements of these strategies are the facilitation of networks, access to bodies of expertise and the promotion of sustainable development to civil society and publicly funded bodies. The East Midlands initiative, for example, is one of 35 Regional Centres for Excellence on ESD around the world and has established a range of projects within the region, (RCE – East Midlands 2007).

In reviewing the past three years of progress in the UK, the following observations could be made in relation to the aims of the Decade:

- policy makers across all sectors of education and learning are addressing sustainable development within their programmes;
- there are a wealth of civil society initiatives but much of this has been in the area of climate change, in part because of public concern but also because of government funding;
- increased dialogue and co-operation is taking place at a local and regional level in bringing together bodies such as local government, business, community groups and educational bodies to identify potential areas of joint work. ((UNESCO UK 2008)

Adult Learning and the Decade

The engagement of adult education within ESD has been patchy and related to initiatives within particularly sectors and fields of learning. Not surprisingly the area that has been most prominent has been in relation to skills. The Leitch Review Implementation Plan makes direct reference to sustainable skills as an area that needs development:

If the nation is to play its full part in challenging global poverty and combating environmental problems like climate change it is imperative that everyone in this

country develops the skills of sustainable living and working. That means placing sustainable development at the heart of the skills provision, ensuring that it is a fundamental goal of our economic and social progress (DIUS, 2007).

The importance of sustainable development within the skills sector had already been identified by the Learning and Skills Council (LSC) whose 2005 strategy (LSC 2005) and follow up 2007-08 strategy emphasised the importance of capacity building within the sector, identifying and supporting examples of good practice and agreeing a set of guiding principles.(LSC 2007)

Another key body to address sustainable development within the further education sector was the Learning and Skills Development Agency (LSDA), now LSN, who through a range of publications identified why, where and how sustainable development is crucial to the post-16 learning and skills agenda. (Martin et. al, 2006) A key feature of its work in this area was through the Centres of Vocational Excellence (CoVEs). The research by the LSDA, based on case studies and dialogue with a range of Centres, identified a number of generic skills that employees will need to think about in the context of sustainable development. These included the importance of systems thinking, understanding the international dimension and the importance of decision-making processes in a world of uncertainty.

The Association of Colleges has also engaged in this area directly, most notably through its Green Colleges publication which outlines a series of initiatives taking place within colleges that emphasise the environmental aspects of the sustainability agenda.(AoC 2007) Research by LSN identified similar conclusions with a few examples ‘taking a wider and more holistic approach to sustainable development. (Martin et.al)

The ‘Mind the Skills Gap’ report on sustainable communities by the Association for Sustainable Communities identified *‘that there aren’t enough people with the right skills in the right places to deliver the Government’s ambitious agenda for creating sustainable communities across England.’* (Association for Sustainable Communities) These skills were seen to be not only specific technical skills but also a range of generic skills.

In recognition of the need to address these issues, in 2007 the Centre for Excellence in Leadership produced *‘Towards Leadership for Sustainability’*. This publication recognised the need for leaders in the FE sector to have the *‘capability and capacity’* to support and embed sustainable development. A key feature of the CEL publication is the recognition that sustainable development is not just about estates management and operational matters, but equally about curriculum development and strategic planning across all subject areas. (CEL 2007)

In making reference to CEL’s Leadership Qualities Framework, this publication on sustainability suggests that, from its research, effective leaders demonstrated many of the key change management skills necessary for sustainability. This included:

- distributed leadership
- taking account of the organisational climate and culture

- employing a wide range of influencing strategies
- building organisational capacity
- cultural sensitivity
- commitment to equality and fairness.

The report also identified skills that needed to be strengthened. This included understanding interconnectedness and managing complexity, creating a vision for the future, recognising broader social and political trends linking this to capitalising on learning opportunities, and having the belief and confidence to develop new practices outside of 'regulatory permission'.

These themes were also reflected in a recent debate on sustainable skills where it was suggested that these could be interpreted as applying generic skills such as critical thinking, team work and systems thinking in areas such as climate change. There was also recognition of the links not only to basic skills but also to higher level skills related to reflective learning, and understanding of processes that impact upon the environment.ⁱⁱⁱ

Other areas where sustainable development can be seen to have an influence has been within trade union education. For example one of the outcomes of the work of the Sustainable Development Education Panel was a pamphlet entitled Learning to Last- framework for trade union education produced in partnership with the Environment Agency and TUSDAC. A key feature of that publication was the connection to agendas of health and safety in the workplace. (DEFRA et al 2002) Where there have been follow up initiatives they have tended to be under the banner of 'greening the workplace' (TUSDAC 2005) or specific union involvement in some of the regional initiatives on ESD.

At a more informal level one can see through the work of a range of faith communities increased engagement with sustainable development. There are a range of networks such as Christian Ecology Link, Eco-Congregation, the Islamic Foundation for Ecology and Environmental Science who organised initiatives in ESD. Whilst many of these initiatives have a strong environmental bias. These networks are of course also actively engaged in parallel initiatives related to global social justice. A number of faith networks have become supporters of the Earth Charter, most notably Soka Gakkai International, a lay Buddhist movement. (UNESCO UK 2008)

There is evidence from the courses run by the co-operative movement and the WEA of increased demand to learn and be engaged with projects on sustainable development. For example in 2008, the WEA offered a Green and Social Issues course and a course called How to Lead a Greener Life.

However most of these initiatives have either been linked to where funding is available, climate change for example, or at a very localised level. One specific example of the latter is an initiative around sustainable development organised by the University of Third Age in Aughton and Ormskirk in Cumbria. (UNESCO UK 2008)

Taking Forward the Debates on Education for Sustainable Development

Rost, a German academic in promoting a debate on ESD stated that;

‘Education for sustainability is to a greater extent a concept that stems from an expression of (international) political will. It could be understood as a kind of mission from the political arena, given to education professionals and academics, to design an educational concept that correctly deals with the necessary requirements for sustainable development in our world.’ (Rost, 2004,6-8)

Reviewing the history of ESD in the UK, there is considerable evidence to support this notion although the will came during the 1990s primarily from NGOs rather than politicians. It could be argued that what has been problematic within most of the policy initiatives on ESD has been the lack of primacy of the learning process. As Scott and Gough (2004a) have stated, learning has to be at the heart of what we understand to be sustainable development education. Understanding sustainable development, they suggest, is complex and to many people it will seem impossible to achieve. They suggest sustainable development cannot possibly mean an ‘end state’ to be achieved because there are no end states. ‘If sustainable development means anything it can only be a way of describing an adaptive approach to managing human-environmental co-evolution.’ (Scott & Gough, 2004, 253).

In developing the work Scott undertook with Gough, he has with Vare developed two typologies for ESD which they suggest should not be seen as opposites but complimentary. Typology one promotes ESD as learning for sustainable development with the emphasis on promoting and facilitating change within the context of clearly defined goals and objectives; and the second is based on learning as sustainable development which emphasises the need to build capacity to think critically and to test and challenge existing and dominant ideas, (Vare and Scott, 2007).

Sterling and Huckle have gone further and talked about ESD in a more transformative form. Sterling suggests there is a need for a ‘reorientation’ of education towards the concept of ‘sustainable education’ (Sterling, 2004). He poses that sustainability implies a change of purpose to education with the emphasis on ‘systemic learning’ as the basis for change in order to understand and engage with the world.

Huckle (1999; 2004) seeks to ‘combine critical social theories of the environment and education with critical pedagogy’. The resulting forms of education, he suggests, ‘are designed to empower citizens so that they are more able to realise a global democracy that gives full expression to environmental and ecological citizenship’.

These views on ESD need to be seen alongside much of the writing and practice not only in the UK but elsewhere in the world which puts such an emphasis on the urgency of education for sustainability, the threat of climate change and the need for the public to be actively engaged.

Similar approaches could be said to have influenced development and global education (Bourn 2008). Scheunpflug and Asbrand (2006) in reviewing global education and education for sustainability from a German perspective suggest that there is a discourse based on action theory and one based on systems theory. They pose not only the need for greater recognition of the development agenda within the discourse on ESD but also a need to locate the debates and practice within learning theory, (Schuenpflug, 2008).

These debates pose the question that policy-makers are perhaps uncomfortable to address - that ESD by its very nature poses wider questions about the purpose and nature of education and learning. The following points are therefore suggested as the basis for engagement in ESD within adult learning:

- a recognition that the learning process within which adults find their own paths and journeys needs to be central. It should not be promoted as merely providing adults with the skills for living sustainably
- the need to promote an understanding of the interconnectedness of the environmental, social and economic context and the connections between local and global events and scales
- promoting opportunities for creative and critical thinking and debates in a form that can be empowering and supportive. To challenge and question doomsday scenarios.
- Value of learning from experiences and approaches elsewhere in the world and to see the agenda as part of a re-orientation to recognising the need for greater global understanding

Underlying these suggestions is an approach that is encouraging a move from seeing ESD as about fixed content and skills to conform to predetermined ideas, views and needs of society to concepts and strategies to address complexity, difference and uncertainty.

Secondly and linked to the above is the need to remind ourselves of the influence of Paulo Freire on adult learning in terms of moving from reproduction and 'banking' of existing information to assessing, interrogating and to generate knowledge that recognises differing positions and perspectives. Finally and this is perhaps the most challenging for those who see ESD as about learning towards a 'sustainable future' is the need to encourage moving from the predictable and universal meanings to interpretation that recognise complexity, uncertainty and difference but within the context of interconnectedness. (Bourn and Neal, 2008,)

Concluding Thoughts

Education for sustainable development is an agenda within education that is not going to go away. Following lobbying from NGOs, increased engagement from policy-makers and support from employers and society in general, there is now within the UK an acceptance

of the importance of learning about sustainable development. The challenge is therefore not why- but what and how. Whilst government and political support is important, that has been suggested here is the danger of seeing ESD as just another 'initiative', an area that is seen as worthy and an additional layer to existing provision. Secondly it has to be located within the discourses and programmes that recognise the impact of globalisation. We are living in a global society and working within a global economy. In many cases the obstacles to securing progress within society in sustainable development are the pressures of global economic forces. The two have to be seen together.

Adult learning, wherever it takes place and in whatever form can only be effective if it starts from the needs of the learner. Sustainable development could and has in some quarters been seen as just another body of knowledge that needs to be included in courses. Surely a more appropriate and in the long-term more effective strategy would be to resource and support learners on their own terms, within their own environments in enabling them to grow and develop not only their understanding but where this could lead to informed and engaged action that is based on a recognition of the complexities and challenges of securing a society and world in general that enhances the quality of life of all and can thereby ensuring the future of our planet.

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ⁱ <http://www.kpmg.com/globalcareers/careerops/whatwelookfor.shtml>

ⁱⁱ see http://earthcharterinaction.org/about_charter.html, accessed 12,8,2008

ⁱⁱⁱ Unpublished notes of a seminar on Sustainable Skills organised by Sustainable Development Commission in partnership with DEFRA, 2007